**OLD TESTAMENT REFERENCES TO THE SPIRIT**

- Genesis 1:1 – 2:4
- Numbers 11:24,25
- Psalms 104:29,30
- Isaiah 11:2–9
- Isaiah 61:1
- Joel 2:28,29

**NEW TESTAMENT REFERENCES TO THE HOLY SPIRIT**

- John 14:16,17,26
- John 15:26
- Acts 2:38
- 1 Corinthians 2:3–16
- 1 Corinthians 3:16
- Galatians 5:16–25

**THE SPIRIT’S WORK IN PAUL’S LIFE**

- Acts 7:54 – 8:3
- Acts 11:19–30
- Acts 14:1 – 16:40
- Acts 26:1 – 28:31

**THE SPIRIT SPOKE THROUGH PROPHETS**

- Isaiah 6
- Isaiah 11:1–9
- Isaiah 61:1–4
- Jeremiah 1:1–19
- Jeremiah 19
- Jeremiah 31:31–34
- Ezekiel 11:5,6
- Ezekiel 31
- Hosea 11:1–4
- Amos 5:10–13,16–24
- Amos 9:11–15
- Micah 5:2–4
- Ephesians 4:11,12
- 2 Peter 1:21

**FALSE PROPHETS**

- Jeremiah 23:30–32
- Matthew 24:24

**JESUS AND THE HOLY SPIRIT**

- Matthew 3:13–17
- John 1:33,34
- Acts 10:36–38

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**BIBLE REFERENCES**

**THE EARLY CHURCH**

- Acts 2:1–4 (Pentecost)
- Acts 2:38,39
- Acts 2:43–47
- Acts 4:1–4, 31–37

**FEAR OF THE DISCIPLES**

- John 20:19

**GIFTS OF THE SPIRIT**

- Acts 11:15–18
- 1 Corinthians 12:1–30

**NEW LIFE IN THE SPIRIT**

- Isaiah 11:1,2
- Psalm 51:10–12
- John 6:63
- Romans 5:1–10
- Romans 8:2–17
- Romans 12:2–18
- 1 Corinthians 6:11
- 2 Corinthians 5:17
- Galatians 2:16
- Galatians 5:16–18,22–26
- Ephesians 4:23–32
- Ephesians 5:8–14
- Colossians 3:1–17
- 1 Peter 2:1,2
- 1 John 3:24
- 1 John 4:13

**THE SPIRIT CREATES LIFE**

- Creation Genesis 1:2
- Jesus’ conception Luke 1:26–37
- New birth John 3:1–8

**BAPTISM**

- Matthew 28:19 (Jesus’ commission to baptise)
- John 3:1–8
- Acts 2:38
- Acts 22:16
- Romans 6:3,4
- 1 Corinthians 2:10–12
- Colossians 2:12–14
- Titus 3:3–8

**STORIES OF PEOPLE BEING BAPTISED**

- Pentecost Acts 2:1–42
- Ethiopian Acts 8:26–40
- Saul Acts 9:1–19
- The jailer Acts 16:16–34

**HOLY COMMUNION**

- Matthew 26:26–30
- Mark 14:22–26
- 1 Corinthians 10:16,17
- 1 Corinthians 11:23–26
**COVENANTS IN OLD TESTAMENT**
- Genesis 9:1–17
- Genesis 15:7–21
- Exodus 19:1–8
- Exodus 20:1–17
- Exodus 24:1–8
- Jeremiah 31:33,34

**NEW COVENANT**
- 1 Corinthians 11:23–26
- Hebrews 9:28 – 10:4,9,10,15–18

**THE HOLY SPIRIT AND BELIEF**
- Acts 10:44–47
- Romans 15:18–21
- Ephesians 1:13, 15–17

**WHERE FAITH COMES FROM**
- Romans 10:17
- 1 Corinthians 2:3–14
- 1 John 3:24
- 1 John 4:13

**FAITH MEANS BELONGING**
- John 3:1–10
- Acts 11:16
- Acts 22:16
- Romans 6:3,4
- Colossians 2:12
- Titus 3:5

**FAITH IN ACTION**
- Galatians 5:22–25
- James 2:14–17

**FAITH GROWS**
- Colossians 2:6,7
- 1 John 3:23,24
- 2 Peter 3:18

**GOD’S WORD A TREASURE IN DIFFICULT TIMES**
- 2 Corinthians 4:7–10

**THE WORD**
- John 14:26

**OUTCOMES OF FAITH**
- Mark 16:16
- John 3:16
- John 11:25
- Romans 1:16,17
- Romans 3:28
- Romans 5:1–5
- 2 Corinthians 1:21,22
- Galatians 3:26–29
- Hebrews 11

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**KEY BIBLE VERSES TO HEAR AND REMEMBER**

_For the Spirit that God has given us does not make us timid; instead, his Spirit fills us with power, love and self-control._

2 Timothy 1:7 (GNB)

_The Helper, the Holy Spirit, whom the Father will send in my name, will teach you everything and make you remember all that I have told you._

John 14:26 (GNB)

_To have faith is to be sure of the things we hope for, to be certain of the things we cannot see._

Hebrews 11:1 (GNB)
PROPHETS Students write a definition of the word ‘prophet’ as it is used generally in society. Students list the people they believe are prophets. Students use Bible dictionaries and encyclopedias to research and write a definition of how the word ‘prophet’ is used in the Bible. Move on to investigate the Spirit’s influence on the prophet’s lives. (1a)

THE LORD AND GIVER OF LIFE Students read and discuss the Nicene Creed. They suggest why they think the Holy Spirit has been given the title ‘Lord and giver of life’. Read Genesis 1:2 in an RSV version or use the footnote to discuss the Spirit’s presence at creation. Students draw or write about the image the verse creates in their minds. Read Luke 1:26–35 to explore the Spirit’s role in the conception of Jesus. Discuss:
- How does the Bible describe the Spirit?
- What do these stories say about the life-giving power of the Spirit? (1a,1b)

LIVE AS A BELIEVER Students listen to contemporary Christian CDs or read songs with messages about living as a Christian, eg In your hand, my Saviour (All Together Everybody 235). Discuss in groups what it means to live what you believe. Students record in their journals:
- How do you think people become Christians?
- What do you think it means to live as a Christian? (1c)

SONGS ABOUT THE HOLY SPIRIT Collect and read songs about the Holy Spirit, eg The great south land of the Holy Spirit (Hillsong), a particularly Australian example. Students list information about the work of the Holy Spirit and record it under the headings: ‘The Holy Spirit’s characteristics’ and ‘The work of the Holy Spirit’. Discuss what is recorded and use the list to develop questions about the Holy Spirit. The questions guide students’ investigation of the Holy Spirit. (1a,1b,1c)

SURVEY Students survey the local or school community to find out what people think faith is.
- Do all people have faith in something or someone?
- What would it be like to live with no faith?
- What does it mean to have Christian faith? (1c)

FAITH GAMES Students play simulation games that require trust or having faith in other people, eg falling back to someone who catches you. Discuss:
- How does this activity involve faith?
- Why did or didn’t you have faith in the other person?
- What do the games teach us about what it means to have Christian faith?
Lead on to a study of the Holy Spirit’s work of creating faith. (1c)

GIVING LIFE Explain to students what happens when people agree to be organ donors. Although one person’s life has ended, another person can be given life. It may be possible to access a recent news article about organ donations. Discuss how the organ recipient might feel towards the donor and about their new life. Why do you think people volunteer to donate their organs? Go on to explore how the Holy Spirit gives people a new life in baptism. (2a)

BAPTISM IN CHRISTIAN DENOMINATIONS View a video of a child or adult being baptised. Ask students to share experiences of viewing or being involved in a baptism. Discuss:
- What rituals are used during a baptism?
- Do all Christian denominations use the same rituals in baptism? Explain your answer.
Use the responses to develop a list of questions students have about baptism. (2b)
OWNERSHIP  Students work in groups to list ways people show that things belong to them or that they belong to a group or organisation, eg naming, keep details or photos of the items, branding, wear uniform. Discuss why people consider it important to show ownership. This can lead to study of how God puts his ‘brand’ on us in baptism. (2a,2c)

WHAT’S IN A NAME  In baptism people are given God’s name. Students ask their parents why they were given their name and bring ‘baby name books’ to explore the meaning of their names. Students work in groups to discuss:
- How important is a name?
- What does a name tell you about a person?
- Why do you think people say: ‘If you want good service, use my name’?
- What might cause someone to want to change their name? (eg a new start) (2a,2c)

BORN AGAIN  Discuss with students their understanding of the phrase ‘born again Christian’.
- What does it mean?
- How can people be born again?
Students read the story of Jesus and Nicodemus (John 3) and record what Jesus says about being born again. (2a,2b,2c)

MAKE A CHANGE  Students individually record responses to:
- If you could make a change in some aspect of your life right now, what would you change?
Share students’ responses and discuss what it means to change and what causes people to change. Tell students that Christians believe that in baptism God changes people completely. Use Bible references from the menu to explore the changes that occur in baptism. (2a,2c)

COVENANTS AND PROMISES  Students interview their parents to explore the way in which friends, businesses and families seal agreements (eg shake hands, sign an agreement) and what happens if someone breaks the agreements. Share students’ research.
Students consider what God might do to seal an agreement with people. Introduce the word ‘covenant’ as a way in which God makes an agreement with people. Ask students to share any knowledge they have about God’s covenants with people. This introduces a study of holy communion as the ‘feast of the covenant’. (3a)

CREATING AND STRENGTHENING RELATIONSHIPS  Students work with a friend to develop a ‘helpful hints’ article for a youth magazine entitled: ‘How to make and keep friends’. Discuss the hints and the students’ reasons for including them. Pose the question:
- Christians believe Jesus is their friend. How do you think Christians become friends with Jesus?
- How do Christians strengthen their relationship with Jesus?
Students investigate how God has made people his friends through Jesus and how God’s word and holy communion act to strengthen and maintain the relationship. (3a,3d)

GROWING  Students brainstorm in groups the different things they need in order to grow into happy, healthy people. Share these as a class and discuss questions such as:
- In what ways do you continue to grow throughout your life? (3d)

GUARANTEE  Provide students with a range of guarantees that come with appliances and other purchases. Students list the types of things listed on a guarantee and the purpose of guarantees. Students record individual responses to:
- What guarantees do Christians believe God gives?
Discuss the students’ responses. Share with students that
- God offers forgiveness to everyone. All who believe in Jesus have God’s forgiveness;
- holy communion is a guarantee of that forgiveness for Christians.
This leads to exploring the blessings and benefits of holy communion. (3c)

THE LAST SUPPER  Study paintings of the last supper and question the students about what is shown in each painting, eg:
- Who are the people?
- What were the people eating and drinking?
- Do you think it was a special event? What makes you think this?
- What do you know about the Bible story which was the inspiration for this painting? (3a,3b,3c)
The Holy Spirit gives people power to believe and to live as God’s people

OLD TESTAMENT PROPHETS
Explore the lives and messages of Old Testament prophets, eg Isaiah, Micah, Jeremiah. Use the following questions to guide the research:
- What were the prophets called to do?
- How did the Holy Spirit work through them?
- What message did God reveal through the prophets?
Each student researches and prepares a presentation based on the message of one of the prophets. Students could dress up as the prophet and present the prophet’s message to the class. (1a)

GOD’S SPIRIT FOR EVERYONE
Share with students that in the Old Testament God chose people to lead or give a special message to his people. God gave his Spirit to prophets, kings and other leaders he had chosen.

Students use a concordance to explore the way in which the Spirit is described in the Old Testament, eg Deuteronomy 34:9; 1 Samuel 16:13; 2 Samuel 23:2–4.

The prophet Joel predicted a time when God’s Spirit would be given to everyone (Joel 2:28,29). Read Acts 2:1–42 to explore how the Spirit was given to everyone.

Students read from Acts and record the work of the Spirit in the early church stories (see Bible References Menu). Discuss:
- In what ways was the Spirit’s work at Pentecost similar to and different from his work in the Old Testament?

Students complete a curriculum vitae for the Holy Spirit, including information about the Spirit’s qualities and work. (1a)

GOD’S SPIRIT HELPS PAUL
Students use the book of Acts to investigate the conversion and work of Paul. (See Bible References Menu for appropriate readings).

Students use a large map to mark Paul’s journeys and add descriptions and illustrations of what happened at each place. Students discuss the way in which the Holy Spirit helped Paul and worked through him to bring people to believe in Jesus. (1b,1c)

CHRISTIANS CALLED TO FAITH AND SERVICE
Students read Jeremiah 1:4–10 to investigate the calling of Jeremiah. They record details of the calling experience and what God wanted Jeremiah to do.

Students identify and investigate people who have become Christians and whose life has been changed by God, eg Martin Luther, Cliff Richard, Charles Colson, Nicky Cruz, people in the local congregation.

Students could also interview the pastor and discuss the pastor’s call to the ministry and to the present position. (1a,1b,1c)

CONVERSION
Students investigate and dramatise New Testament stories of conversion, eg Acts 8:26–40; Acts 16:16–34, and list the events in the stories. Students compare the events in order to consider and record:
- What do the stories say leads people to believe in Jesus?
- What does the Bible teach about the role of the Holy Spirit?

Students use Luther’s Small Catechism to investigate the Third Part of the Apostles’ Creed. Students record what Lutherans believe about the work of the Holy Spirit in bringing people to believe and in strengthening their faith.

Investigate what Paul teaches about the means God uses to bring people to believe in Jesus: Romans 10:17 Romans 15:18–21 1 Corinthians 2:10 Ephesians 1:13.

Students use a diagram to depict the means through which people can be brought to believe in Jesus. (1b,1c,2a)

HOLY SPIRIT FACT FILE
Students use a concordance and suggested readings from the Bible References Menu to develop a fact file on the Holy Spirit. The file could be kept on computer. Students include names, characteristics, works, important events and people in the Holy Spirit fact file. The students present the information in a multimedia format, so that other students can access their information. (1a,1b,1c)
SPIRIT-FILLED LIVES  Students read Galatians 5:16–26 and readings about the new life that the Spirit leads people to live (see Bible References Menu). They compile a comparative list of the characteristics of living with and without the Holy Spirit.

Students develop advertisements in which the Spirit speaks about the old and new person and ‘What the Spirit can do for you’. (1b,1c)

PENTECOST  Students investigate the Jewish festival of Pentecost. They find out what Jerusalem would have looked like at the time of Jesus.

Students read the story of Pentecost in the Bible, Acts 2:1–47. They create a series of pictures or paintings to retell the story. They include in the paintings details they uncovered in their investigation about the festival of Pentecost, life in New Testament times and the effect the coming of the Spirit had on the disciples and the people who heard Peter’s speech. (1b,1c,2a)

TEAM SPIRIT  Students compare and contrast belonging to ‘God’s Team’ with belonging to other teams, eg football, drama clubs. Identify similarities (belonging to a team has benefits) and differences (God chooses people to belong to his team through the Holy Spirit, in contrast with sport where people choose to belong).

Form four groups and assign one of these books to each group: Galatians, Ephesians, Philippians and Colossians. Each group reads its book and reports what it says about the difference the Holy Spirit makes to people’s lives when he brings them into God’s Team.

Students prepare a team membership kit for people who the Holy Spirit brings into God’s Team. The kit should include statements about the benefits and responsibilities of being part of the team. (1b,1c,2a)


Students use texts such as Luther’s Small Catechism and Growing as God’s People to record what Lutherans believe are the blessings of baptism. Highlight the Holy Spirit’s role in bringing God’s blessings to people.

Students work in pairs to prepare a series of overhead transparencies about baptism. Parents or other students could be invited to view the presentations. (2a,2c)

BAPTISM RITUALS AND PRACTICES  Students visit local Christian churches to interview the ministers about what happens in their church during a baptism. It may even be possible to attend a baptism. They gather information about the rituals used and the meaning and origin of them, eg How is water used? How do the rituals symbolise the washing away of sin?

Students work in groups to develop posters about the rituals and practices of Christian baptism. Share the posters and discuss the common beliefs and rituals of all Christian churches. (2b)

MY BAPTISM  Invite members of the local congregation to share what baptism means to them. If possible, invite a parent who has recently had their baby baptised, someone baptised as an adult, and someone baptised as a baby.

Provide time for students to reflect on the interviews in their journals. (2a,2c)

THE SPIRIT GIVES LIFE  Read in Romans 6:3,4 about baptism as the means by which God gives life. Discuss the students’ interpretations of verse 4: ‘so that we would live a new life’ (CEV).


Students create a comic strip to show a person living out this new life. (2a,2c)

The Holy Spirit uses God’s word and holy communion to help God’s people grow

HOLY COMMUNION  As a class, attend a service with holy communion. After the service students could survey communion participants about why they attend communion and how they believe communion helps them.

Students research what the Bible and Luther’s Small Catechism say are the benefits of communion for Christians (see Bible References Menu). Students could publish the results of their investigation about holy communion in the Sunday congregational bulletin. (3a,3c)
THE LORD’S SUPPER Set the scene for the story of the Lord’s Supper by investigating the Jewish festival of the Passover. Highlight the Passover as a celebration of God’s rescue of his people.

Students read and compare the Bible’s accounts of Jesus’ institution of holy communion:
- Matthew 26:26–30
- Mark 14:22–26
- 1 Corinthians 11:23–25.

Students record and compare Jesus’ words in each account.
- What do Jesus’ words say he gives people to eat and drink?
- What does holy communion help Christians remember?

Invite the pastor to share the Lutheran belief in the presence of Jesus in the bread and wine and the words said as the bread and wine are distributed. As a class discuss what this might mean to Christians. Students design a banner which depicts Jesus’ institution of holy communion and what it means for Christians today. (3a,3b,3c)

THE NEW COVENANT Students read the definition of the word ‘covenant’ in the Lion Bible Encyclopedia or another Bible reference book. In pairs students read Luke 22:20 and explain what they think Jesus meant by the ‘new covenant’. Students then read Romans 5:1–10. How does this explain what God gives in the new covenant? (3a)

HOLY COMMUNION RITUALS AND PRACTICES Students visit local Christian churches to interview the ministers about what happens in their churches during holy communion. It may even be possible to observe a service with communion. Students gather information about the rituals used and the meaning and origin of them. Eg What kind of bread and wine is used? How are the words of Jesus used?

Students could investigate the different rituals used by congregations of the same denomination. Students work in groups to develop posters about the rituals and practices of holy communion in Christian denominations. Share the posters and identify and discuss the common beliefs and rituals in all Christian churches. (3b)

COVENANTS Students investigate the covenant or agreement God made with his people in the Old Testament, Exodus 19:1–8; 24:1–8. Students explore what the covenant meant for the relationship between God and his people.
- What promises did God make?
- What did the Israelites/Jews have to do to keep the covenant?

Students use passages listed in the Bible References Menu and Bible encyclopedias to explore covenants in Bible times and the purpose of blood and sacrifices. Students record the information on a chart.

Tell students that before he died, Jesus introduced a new covenant. Explore this by reading
- Romans 3:21–26
- Romans 5:1
- 1 Corinthians 11:26
- Galatians 2:16

Students use Bible encyclopedias to investigate the new covenant and record information on a chart.

Based on their research and charts, students compare and contrast the old and new covenants and discuss:
- How is the new covenant different from the old covenants? (eg The covenant is kept by God and not dependent on people’s ability to keep it.)
- In what ways does the new covenant place people in a different relationship with God? (3a)

THE SPIRIT HELPS FAITH TO GROW Students interview Christians in the local community to explore what helps their faith to grow, eg reading the Bible, attending worship services, life experiences.

Students read and record from Bible passages (see Bible References Menu) what the Bible teaches about God’s word and its role in strengthening faith. The pastor could share a Bible study strategy with students.

Students write a response to the question: What can Christians do so that the Holy Spirit will strengthen their faith? (3b,3c)

THE WORD IN THE SACRAMENTS Students examine service orders for baptism and holy communion (Lutheran Hymnal pages 88 and 6 or another format). Students highlight the words that are central in the rituals.

Students read Matthew 28:19 and 1 Corinthians 11:23–25 to identify the origin of the words used in baptism and holy communion.

Students read the explanations of baptism and holy communion in Luther’s Small Catechism...
to explore the importance of the words in the sacraments.
Discuss as a class:
- Why do you think Christians believe the words are the real 'power' in the sacraments?
- What do the words mean?
- What impact would these words have on a Christian’s faith? (3a,3b,3c,3d)

GENERAL ACTIVITIES

BIBLE VERSE Students learn an appropriate Bible verse (see page 11)

SONGS Students learn songs related to the concept (see Music and Worship Ideas in the appendix).

TIME LINE (A recommended activity for Level 1) If the class is developing a time line for Christian Studies, put on the time line the prophets of the Old Testament, the Pentecost event and the life of Paul.

GOD FILE (A recommended activity for Level 2) If the class is developing a God File, add information to the file about the role and work of the Holy Spirit.
GOD HELPS PEOPLE BY THE WORK OF THE HOLY SPIRIT

MENU

1. The Holy Spirit gives people power to believe and to live as God's people

WHO AM I? Students design a 'Who Am I?' game to teach others about people who have been led by the Spirit to believe in Jesus and dedicate their life to him. (1b,1c)

ALTAR CLOTH Students design and make an altar cloth, which features their own contemporary Australian symbols of the Holy Spirit. (1a,1b,1c)

ILLUSTRATED TIME LINE Students make an illustrated time line of the key events of the book of Acts. Students individually or in pairs list the ways in which the Spirit was at work in the beginning of the Christian church. (1b,1c,2a,3c)

FAITH Students prepare a lesson or pamphlet to raise people's awareness of what it means to have Christian faith. In the pamphlet students include information about what Christians believe is the Holy Spirit's role in faith. (1b,1c,2a,3c,3d)

2. The Holy Spirit gives new life in baptism

PAMPHLET Students design a pamphlet that could be given to a person who is baptised. The pamphlet contains information about what it means to be baptised and the blessings and new life Christians believe are given by the Holy Spirit through baptism. (2a,2c)

COLLAGE Students create a collage of Christian symbols and rituals of baptism. Students use the information they have gathered about the rituals of baptism in Christian denominations to complete the collage. (2b)

STORIES ABOUT BAPTISM Students read a book such as Colin's Baptism by Bennett as a model of a children's picture book about baptism. Students work with a partner to develop their own books about baptism for younger students. (2a,2b,2c)

BANNER Students use what they have learnt about the rituals of baptism in Christian denominations to develop a symbol that conveys what Christians believe about baptism. (2a,2b,2c)
The Holy Spirit uses God’s word and holy communion to help God’s people grow

**COVENANT SYMBOLS** Students design symbols for the Bible's descriptions of the old and new covenants. Students use the symbols to convey what the covenants mean for God and people. (3a,3c)

**POSTER** Students develop a poster which presents a comparison of the way in which Christian denominations practise holy communion. They include the rituals of each denomination and their meaning. (3b)

**POEMS AND SONGS FOR HOLY COMMUNION** Students read and study the messages of poems and songs about holy communion, eg *Feed us now* (*All Together Now* 97), *Body and Blood*, and *In Remembrance* from *Brief Prayers for Australians* by Bruce Prewer. Students develop their own poems or songs about holy communion. (3a,3b,3c)

**FAITH TRAINING** Students investigate the daily training regimes of athletes. They devise a daily regime for a Christian through which the Spirit could develop strength and endurance of faith through the word and sacraments. (3d,2c,1c)

**GROWING FAITH** Students read and consider the directions that are contained on packets of seeds or in gardening texts. They create packets with directions for growing a Christian faith. Students highlight the impact of God’s word and the sacraments in nurturing faith. (3a,3c,3d)
The introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop a unit about "God helps people by the work of the Holy Spirit.

Some of these resources may be out of print. They are listed because they (or others similar to them) may be found in school libraries. Preview these and any other resources you intend using to be sure that they are appropriate for your students.

**LITERATURE — NON-FICTION**

**PEOPLE CHANGED BY THE HOLY SPIRIT**

*Towards the Goal* New Testament CEV with personal testimonies of well-known Australian athletes. Bible Society in Australia

Constant A. *In the Streets of Calcutta: The Story of Mother Teresa* 1980 Religious and Moral Education Press (There are 30 other titles in this *Faith in Action* series)

Crawford M & Rossiter G. *A History of Christianity: From St Paul to the Late Middle Ages, Book one: Beginnings* 1991 EJ Dwyer

Crocetti E & Giordano M. *A Crowd of Witnesses: Interviews with Famous Old Testament Men and Women* 1994 St Paul Books and Media

Drane J. *Mission Extraordinary (Bible World Series)* 1995 Lion Publishing

Drane J. *The Fiery Furnace: A time of empires and exiles* 1994 Lion Publishing

Drury J. *The First Christians* 1979 Winston Press

Storr C. *St Peter and St Paul* 1985 Methuen Children's Books

Williams M. *The Turnabout Paul Storybook* 1995 Abingdon Press

**People Who Changed The World Series**

Shaw S. *Corrie Ten Boom: Faith in Dark Places* 1993 Openbook

Shaw S. *Eric Liddell: Running for God* 1993 Openbook

Shaw S. *Jim Elliot: Mission to the Rainforest* 1993 Openbook

Shaw S. *Joni: A Life of Challenge* 1993 Openbook

**Faith In Action Series**


**BAPTISM**

Bennett O. *Colin's Baptism* 1986 Hamish Hamilton Children's Books


Merrill R. *Holy Baptism* 1982 Augsburg Publishing House

Wittenback J. *God Makes Me His Child in Baptism* 1985 Concordia Publishing House

**GENERAL**

*The Complete Bible Story Clip Art Book* 1989 Gospel Light

Howard D. *Fascinating Bible Facts* 1992 Publications International

Knowles A. *Finding Faith* (p 82–84) 1983 Lion Publishing

Weiss N. *Follow Me* 1982 Lutheran Publishing House

Weiss N. *Hear My Words* 1982 Lutheran Publishing House

**LITERATURE — FICTION**

**KINDNESS**

Burnett F. *The Secret Garden* 1987 Oxford University Press

De Jong M. *The House of Sixty Fathers* Penguin 1974

Magorian M. *Goodnight, Mr Tom* 1983 Penguin


O'Brien R. *Mrs Frisby and the Rats of Nimh* 1983 Penguin

Thiele C. *The Undercover Secret* 1982 Rigby

**MAGAZINES**

*The Athlete’s Chronicle* in *Australian Sports Focus* published quarterly by Sports and Leisure Ministries (PO Box 229 Moruya NSW 2537)
GOD HELPS PEOPLE BY THE WORK OF THE HOLY SPIRIT

Australasian Sports Focus (PO Box 6044
Highton Vic 3216

**MUSIC**

Grant, Amy Age to Age or The Collection
Reunion Records
Keaggy, Cheri Child of the Father Sparrow

**AUDIO-VISUAL**

Acts of the Apostles Part 6 Spreading the
Good News Don Bosco Multimedia’s Special
Catechetical Edition

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**FOR TEACHERS**

Cansdale S Sent by Jesus (Paul) 1995 The
Bible Reading Fellowship
Chapman R The Gods of Sport 1995
Albatross Books
I Believe in the Holy Spirit (Life Plus) 1995 The
Joint Board of Christian Education

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Put a plastic sleeve in this section of your LIFE folder to keep your own collection of clippings, cartoons, stories, photos, etc, which you can use for these units. Add to your collection whenever you come across something that might be useful.
GOD HELPS PEOPLE BY THE WORK OF THE HOLY SPIRIT